

Texas Education Agency
Standard Application System (SAS)

2018–2019 Texas 21 st Century Community Learning Centers, Cycle 10, Year 1			
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	FOR TEA USE ONLY Write NOGA ID <small>Place date stamp here</small> <div style="text-align: right; font-weight: bold; transform: rotate(90deg);"> RECEIVED TEXAS EDUCATION AGENCY MAY -1 AM 10:59 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>	
Grant Period:	August 1, 2018 – July 31, 2019		
Application deadline:	5:00 p.m. Central Time, May 1, 2018		
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>		
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov		

Schedule #1—General Information

Part 1: Applicant Information

Organization name		County-District #	Amendment #	
Austin Independent School District		227-901		
Vendor ID #	ESC Region #	DUNS #		
1746000064	13	0769337460000		
Mailing address		City	State	ZIP Code
1111 W. 6 th Street		Austin	TX	78703

Primary Contact

First name	M.I.	Last name	Title
Maddie	D	Jennings	Project Director
Telephone #	Email address		FAX #
512-414-0290	Madeline.jennings@austinisd.org		512-414-0393

Secondary Contact

First name	M.I.	Last name	Title
Gloria		Williams	Executive Director
Telephone #	Email address		FAX #
512-414-0112	Gloria.williams@austinisd.org		512-414-0393

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Dr. Paul		Cruz	Superintendent
Telephone #		Email address	FAX #
512-414-2416		Paul.cruz@austinisd.org	512-414-1468

Signature (blue ink preferred)

Date signed

4/27/18

Only the legally responsible party may sign this application.

701-18-111-074

Schedule #1—General Information

County-district number or vendor ID: 227-901

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD):

End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 227-901

Amendment # (for amendments only):

Part 1: Required Attachments

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>Every Student Succeeds Act Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 227-901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy. Pg. 28, Statutory Requirement #10
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public. Pg. 24, Statutory Requirement #6.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members. Pg. 25, Statutory Requirement #7
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards. Pg. 19, Statutory Requirement #1
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students. Pg. 11, Schedule #5
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students. Pg. 11, Schedule #5: "Focus schools"; Reagan HS and Eastside Memorial High School*
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application. Pg. 24, Statutory Requirement #6
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards. Pg. 33, TEA Requirement #2
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018. Pg. 33, TEA Requirement #2

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 227-901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> • A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday. • A minimum of five days per week for the fall and spring terms. • A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming. • A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year. • Hours dedicated to program activities for adult family members will not count toward student programming. <p>Pg. 33, TEA Program Requirement #2</p>
11.	<p>Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee. Pg. 43, budget narrative</p>
12.	<p>Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable. Pg. 23, Statutory Requirement #5</p>
13.	<p>Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only). Pg. 23, Statutory Requirement #5</p>
14.	<p>Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need. Pg. 23, Statutory Requirement #5</p>
15.	<p>All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant. Pg. 25, Statutory Requirement #7</p>
16.	<p>Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students. Pg. 23, Statutory Requirement #5</p>
17.	<p>All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events. Pg. 22, Statutory Requirement #4. Pg. 33, TEA Requirement #2</p>

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Schedule #2—Required Attachments and Provisions and Assurances (cont)	
County-district number or vendor ID: 227-901	
Amendment # (for amendments only):	
Part 3: Program-Specific Provisions and Assurances	
18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community. Pg. 24, Statutory Requirement #6; Pg. 27, Statutory Requirement #9
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building. Pg. 33, TEA Requirement #2
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines. Pg. 25, Statutory Requirement #7
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA. Pg. 34, TEA Requirement #3
22.	Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule. <ul style="list-style-type: none"> Participant and enrollment data will be entered in August or September, depending on the center schedule. Attendance data will be entered daily or weekly. Exception reports and data corrections will be completed and reviewed by the project director Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st. Pg. 33, TEA Requirement #2
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided. Pg. 34, TEA Requirement #3
24.	Applicant will comply with any program requirements written elsewhere in this document. Pages 11-45

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On this date:

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By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 227-901

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	N/A	N/A	N/A	N/A
	N/A		N/A	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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By TEA staff person:

Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 227-901

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				N/A

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 227-901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Overview: Through the proposed Cycle 10 project, ACE Austin and its partners plan to provide a comprehensive range of Out-of-School-Time (OST) academic assistance, academic enrichment, college and workforce readiness, and family and parental activities designed to improve students' academic performance in core course grades and required state assessments, grade level advancement, school-day attendance, discipline referrals, graduation rates, and high school career competencies (for grades 9-12). Services will be provided before school, after school, and during summer at 10 schools located in Austin's high-need communities. Funding from the 21st CCLC grant will be used to align OST programming to school-day learning at two AISD Early College High Schools, one middle school, and seven elementary schools. ACE Austin's formal partners for the proposed project include 4-H Capital, Creative Action, and Beyond the Grade. The proposed project will provide a range of services to support AISD's mission to "re-invent the urban school experience together." The project will enhance AISD's resources devoted to supporting its 2015-2020 Strategic Plan by expanding academics, improving student attendance, reinforcing Social and Emotional Learning (SEL), and preparing all students for college, careers, and life.

Budget: ACE Austin leadership developed the budget based on costs associated with high-quality program administration, management, and evaluation. Individual center- and student-level costs were identified based on low student-to-adult ratios, 60% of activities tailored to meet academic needs, and other implementation costs.

Demographics: The 10 campuses selected for inclusion in this proposal are eligible for schoolwide programs under ESEA (Title I) with high English Language Learner (ELL) and economically disadvantaged (ED) student populations, and a high percentage of students at-risk for academic failure (Figure 1). In addition, these campuses are located in neighborhoods with high rates of juvenile crime, gang activity, and high truancy and dropout rates. Reagan HS and Eastside Memorial HS are both focus schools within AISD*.

Figure 1: Cycle 10 Campus Demographics

Campus	Allison ES	Eastside M HS*	Govalle ES	Houston ES	Linder ES	Ortega ES	Palm ES	Paredes MS	Perez ES	Reagan HS*
ED %	95.6%	89%	95.1%	93.5%	93.8%	88.4%	86%	73.2%	89.4%	84%
At-risk %	72.2%	81.4%	70%	78.2%	76.6%	59.2%	65%	63.1%	70%	75.7%
ELL %	45.7%	34%	35.8%	53.7%	54.9%	37.7%	43%	26.6%	52%	35%

Needs Assessment: The Project Leadership Team (PLT), composed of ACE Austin leadership and program evaluators from the AISD Department of Research and Evaluation (DRE), conducted a three-step needs assessment with AISD principals to determine and prioritize campus and community needs. The results were presented to AISD's Associate Superintendents and Executive Directors, who guided campus selection and delivered positive feedback about the process. Ongoing needs assessments will be conducted each year and updated regularly to address the natural ebb and flow of community needs and resources.

Management Plan: Overall management will be carried out by the Project Director, who will oversee all aspects of project planning, implementation, evaluation, and grant compliance. Each center will be supervised by a full-time Site Coordinator who will receive support from a full-time Academic Liaison and a full-time Family Engagement Specialist. Quality of operations, instruction, and curriculum are ensured by professional development offerings, task list completion, observations, feedback, peer-to-peer learning, and a cycle of continuous improvement that aligns with Texas Partnership on Out-of-School Time (TXPOST) quality standards and involves all aspects of program quality including content, processes, leadership, communication, management, and general program execution.

Evaluation: DRE staff will conduct annual evaluation to address the overarching questions: "What is the impact of the ACE Austin program on student outcomes? What is the quality of programming provided by ACE Austin?" Program evaluation will be highly integrated into ACE culture as a key component of ACE Austin's continuous cycle of program improvement.

Statutory and TEA Requirements: AISD has completely and accurately addressed all statutory and TEA requirements on pp. 11-45 of this proposal.

Conclusion: ACE Austin is committed to providing high-quality programming and staff to address the goals of the 21st CCLC grant. AISD has a proven history of supporting OST and sustaining former 21st CCLC funded programs. AISD will continue to expand all sustainability efforts through AISD Board support, engaging the ACE Community Advisory Council, working with AISD's Office of Innovation and Development, and maintaining long-standing relationships with community partners, private foundations, and local government agencies.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 227-901	Amendment # (for amendments only):
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	
Grant period: August 1, 2018, to July 31, 2019	Fund code/shared services arrangement code: 265/352

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$1,121,721	\$68,174	\$1,189,895
Schedule #8	Professional and Contracted Services (6200)	6200	\$234,980	\$0	\$234,980
Schedule #9	Supplies and Materials (6300)	6300	\$34,750	\$500	\$35,250
Schedule #10	Other Operating Costs (6400)	6400	\$39,375	\$500	\$39,875
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$1,430,826	\$69,174	\$1,500,000
Percentage% indirect costs (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$1,430,826	\$69,174	\$1,500,000

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$0	\$0	\$0
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Administrative Cost Calculation

Enter the total grant amount requested:	\$1,500,000
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result.	\$75,000
This is the maximum amount allowable for administrative costs, including indirect costs:	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 227-901			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Academic Liaison		1	\$30,000
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project Director (required)	1		\$69,000
5	Site Coordinator (required)	10		\$500,000
6	Family Engagement Specialist (required)	1		\$60,000
7	Grant Account Technician		1	\$19,500
8	Evaluator/Evaluation Specialist		1	\$30,000
9	n/a			\$
10	n/a			\$
Auxiliary				
11	Program Assistants	8		\$65,002
12	Instructors-Youth Workers	6		\$22,568
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	n/a			\$
20	n/a			\$
21	n/a			\$
22	Subtotal employee costs:			\$796,070
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		\$
24	6118	Professional staff extra-duty pay (AISD Certified Teachers and SC)		\$138,862
25	6121	Support staff extra-duty pay		\$
26	6140	Employee benefits		\$254,963
27	Subtotal substitute, extra-duty, benefits costs			\$393,825
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$1,189,895

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 227-901		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Fine arts, literacy and SEL at elementary campuses	\$104,160
2	STEM education at elementary campuses	\$65,100
3	Career competencies at high school campuses	\$19,840
4	Other enrichment includes: health and wellness, social-emotional learning, sports and physical fitness, outdoor education, music instruction, etc. (based on campus needs)	\$45,880
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$234,980
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$234,980

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 227-901

Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$35,250
Grand total:		\$35,250

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 227-901		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing.	\$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$4,625
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$35,250
Grand total:		\$39,875

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 227-901			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	N/A
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$0
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #14—Management Plan

County-district number or vendor ID: 227-901

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director (PD)	Bachelor's Degree required in education, business, management, or related field (Master's Degree preferred); 3-5 years' experience in education or youth development program design; experience in grant management; experience in supervising and training staff
2.	Site Coordinator(s) (SC)	Bachelor's Degree required; 2 years' supervision experience; 1-3 years' experience in design and implementation of educational programs; experience with Out-of-School Time preferred
3.	Family Engagement Specialist (FES)	Bachelor's Degree required in education or social work (Master's Degree preferred); 2 years' experience implementing programs in an education/social service setting with diverse populations; experience in coordinating events for large groups; bilingual preferred
4.	Academic Liaison (AL)	Bachelor's Degree required in education; professional Teacher's Certificate preferred; 1 year supervisory experience, 3-5 years' experience successful classroom teaching and/or Out-of-School Time

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve Academic Performance and Outcomes	1. Identify and recruit at-risk students (AISD data)	08/01/2018	07/19/2019
		2. Recruit certified teachers as academic instructors	08/01/2018	07/19/2019
		3. Begin Academic Improvement Plan; all activities TEKS- and CIP-aligned; daily homework support	09/04/2018	07/19/2019
		4. FES class: encouraging student success in school	09/04/2018	05/24/2019
		5. SCs run student Early Warning Indicator Reports	10/01/2018	07/19/2019
2.	Improve School-Day Attendance	1. Identify and recruit at-risk students (AISD data)	08/01/2018	07/19/2019
		2. SCs join and meet with Child Study Team (ongoing)	08/01/2018	07/19/2019
		3. Enroll students in high-interest and morning classes	09/04/2018	07/19/2019
		4. Train parents to utilize AISD Parent Cloud service	09/04/2018	07/19/2019
		5. SCs run student Early Warning Indicator Reports	10/01/2018	07/19/2019
3.	Improve Behavior	1. Identify and recruit at-risk students (AISD data)	08/01/2018	07/19/2019
		2. Train staff on classroom management, SEL, YPQ	08/01/2018	07/19/2019
		3. SCs join and meet with Child Study Team (ongoing)	08/01/2018	07/19/2019
		4. Pair struggling students with AISD mentors	08/01/2018	07/19/2019
		5. SCs run student Early Warning Indicator Reports	10/01/2018	07/19/2019
4.	Improve Grade-Level Advancement	1. Identify and recruit at-risk students (AISD data)	08/01/2018	07/19/2019
		2. FES class: encouraging student success in school	8/01/2018	07/19/2019
		3. Offer ACE clubs as incentive for AISD credit recovery programs (grades 6-12)	09/04/2018	05/24/2019
		4. SCs run student Early Warning Indicator Reports	10/01/2018	07/19/2019
		5. Recruit struggling students for ACE Austin summer	2/01/2018	07/19/2019
5.	Improve College and Career Competencies and Graduation Rates (for grades 9-12)	1. Recruit students in Career Launch (Reagan HS)	08/01/2018	07/19/2019
		2. FES class: encouraging student success in school	08/01/2018	07/19/2019
		3. Provide support for TSI (Texas Success Initiative)	10/01/2018	07/19/2019
		4. SCs run student Early Warning Indicator Reports	10/01/2018	07/19/2019
		5. Conduct college tours, invite guest speakers	02/01/2018	07/19/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 227-901

Amendment # (for amendments only):

Statutory Requirement 1: Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The Project Leadership Team (PLT) conducted a **three-step needs assessment** to evaluate and identify community needs and resources. **Step 1).** The PLT conducted a two-phase survey to collect qualitative and quantitative campus data. Phase I: Principals on all eligible AISD campuses were surveyed to identify campus needs, resources, and interest in implementing ACE Austin as a form of academic, attendance, behavioral, family, and college and career readiness intervention. Fifty-five respondents were ranked in order of highest to lowest demonstrated need in academic support, and an initial cohort of 20 campuses was selected. Phase II: Principals from the initial cohort were surveyed again to identify a). data surrounding campuses' academic, attendance, and behavioral needs for all grade levels, and college/career needs for high schools; b). the top five needs of working families; c). existing campus and community resources; and d). strategies to integrate the ACE Austin program into the Campus Improvement Plan (CIP).

Step 2). The PLT analyzed the results from Phase II and took other data into consideration including Texas Academic Performance Reports (TAPR), CIPs, results from the DRE 2016-2017 Cycle 8 ACE Student Outcomes Report, student/parent responses from the DRE 2016-2017 Survey Highlights Report, the percentage of students classified at-risk for academic failure, STAAR performance, attendance rates, school disciplinary referrals, student and family mobility, school dropout and completion rates, college readiness, and a range of other risk factors that directly affect students' ability to achieve in school (e.g., concentrations of poverty, obesity rates, and neighborhood crime statistics).

Step 3). Ten campuses that demonstrated the highest need for academic support and presented a clear strategy for ACE Austin integration into the CIP were selected. The PLT collaborated with AISD's other OST programs (Boys and Girls Club, Foundation Communities, and Prime Time) to ensure no duplication in services and coordinate campus selection. Lastly, the PLT consulted with AISD Associate Superintendents and Executive Directors to review the results and confirm the final cohort of 10 campuses to be included in this proposal. **Results from the needs assessment indicated that:**

- 1). There is a demonstrated need for reading and math intervention (**Figure 2.**) (*Phase II; STAAR Passing %, TAPR*).
- 2). More years of ACE participation is associated with better STAAR Reading and Math test passing rates when compared to non-participants at the same campuses. Students with four years of ACE participation had STAAR passing rates of 75% in reading and 83% in math (*DRE 2016-2017 Cycle 8 ACE Student Outcomes Report*).
- 3). Most (91%) parents with children in ACE reported that ACE is one reason they have kept their child(ren) enrolled at an AISD school (*DRE 2016-2017 Cycle 8 Survey Highlights Report*).
- 4). The top needs of working families include family literacy and ESL classes, health and wellness education, parenting workshops, workforce readiness, and a safe and structured after-school environment that provides academic enrichment and homework support (*Phase II; DRE 2016-2017 Survey Highlights Report*).

5). Resources include: AISD curriculum: Engineering is Elementary; AISD technology: myON; AISD Credit-Recovery and tutoring programs: Victory Tutoring, Twilight, Ignite, Achieve; Career Launch (Reagan HS).

Figure 2: STAAR Passing Rates by campus (2016-2017 TAPR)

Campus	Allison	Eastside M.	Govalle	Houston	Linder	Ortega	Palm	Paredes	Perez	Reagan
Reading	72%	39%	39%	54%	70%	81%	74%	70%	66%	50%
Math	76%	69%	52%	67%	69%	89%	70%	78%	74%	77%

The proposed program design will address the needs stated above by incorporating the following strategies:

- a). Integrate ACE into each CIP to coordinate all intervention efforts: 1). Site Coordinators will be part of campus leadership teams; 2). The Academic Liaison will support all intervention efforts with the Academic Improvement Plan.
- b). Specifically target students based on demonstrated need for intervention and provide activities that complement school-day learning, in order of priority: 1). Academic (math and reading first); 2). School-day attendance; 3). Behavioral; 4). College readiness and career competencies (high school only); 5). No supervision at home; 6). Siblings of recruited students.
- c). Provide high-quality, intentional programs that offer learning experiences working families could not otherwise access on a weekly and monthly basis. The FES serves as the liaison between school, community, and home and coordinates family offerings through partners and community volunteers. In addition, siblings of recruited ACE Austin students will receive priority enrollment so that all children in a family can be on the same school schedule.
- d). Supplement (not supplant) and utilize existing campus programs and resources to compliment the school-day. ACE Austin activities will be supplemental in nature because they contextualize and reinforce academic themes that first must be learned during the school-day.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 227-901

Amendment # (for amendments only):

Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s), including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

☒ This applicant is part of a planned partnership.

☐ This applicant is unable to partner.

ACE Austin is jointly submitting this application in full partnership with 4-H Capital (4H), Creative Action (CA), and Beyond the Grade (BTG). Each partner brings considerable resources to the program including funding, curriculum, volunteers, family engagement events, in-kind contributions, and expertise in their specific content areas.

Figure 3. Description of paid and in-kind services provided.

Partner	Services paid by 21 st CCLC	In-Kind Services and Monetary Value	Grades
4-H	STEM Enrichment targeted to students in need of academic improvement	Family STEM Nights, morning academic programs, campus enrichment classrooms to promote school-day alignment - \$37,000	K-8
CA	Literacy Enrichment targeted to students in need of academic improvement and SEL targeted to students in need of behavioral interventions	Community Art Sundays, Professional development for OST Staff - \$25,000	K-5
BTG	Music College and Career Enrichment	Music performances in the community, music rehearsal space, internships - \$26,000	9-12

4H CAPITAL (4-H): 4-H OST programs primarily serve youth in Austin-area Title I schools. Because of 4-H's AmeriCorps grant, 4-H is able to provide two types of day-time enrichment experiences for math and science classes: Science Extensions and STEM enrichment centers. Science Extensions: AmeriCorps members work with day-time teachers to follow AISD's scope and sequence and facilitate weekly enrichment experiences that emphasize math and science TEKS. This focused intervention involves one to two AmeriCorps members working with one to two student groups during the entire school year. STEM enrichment centers: 4-H will also offer campus-based STEM enrichment centers that can be used during the school day or during OST. These centers can serve as drop-in programs for school-day teachers who need to integrate math and science into their lessons, but do not have the time commitment needed for Science Extensions. Examples of centers are Makers Spaces, school gardens, outdoor classrooms, agriculture classrooms or in-school science labs. 4-H will also facilitate family STEM night events.

Creative Action (CA): CA is a lead partner in AISD's Creative Learning, Respect For All Anti-Bullying, and Social Emotional Learning Initiatives. CA has delivered thousands of hours of professional development to AISD teachers each year in collaboration with AISD. CA's OST programs are closely aligned with school-day curriculum and Texas Essential Knowledge and Skills (TEKS) standards in subjects including Reading/Language Arts, Fine Arts, and Social Emotional Learning. CA targets and builds literacy skills, such as reading comprehension, vocabulary, text analysis/synthesis, writing, and fluency through bilingual (English and Spanish) curriculum. CA intentionally aligns in-school and after-school programs to deepen youth impact and support campus needs.

Beyond the Grade (BTG): BTG provides music education to students at Austin-area Title I schools. BTG employs music industry professionals as teaching artists so that students can learn from local experts. BTG offers music instruction and group-music instruction (BTG's Rock Band), and presents skills on how to turn a love for music, combined with technical, math and literacy skills, into a viable career as a booking agent, music producer, songwriter, and other jobs in the constantly growing entertainment industry. Creative problem solving, group awareness, self-awareness, and communication skills are the underlying concepts in BTG's class offerings. High school students who participate in the BTG Rock Band have the opportunity to become interns with BTG as teaching assistants; and upon high school graduation, paid positions are available to former students.

All ACE Austin Partners will be part of the continuous cycle of program improvement by participating in the ACE Austin Frontline Staff Orientation, Youth Work Methods Series, ACE Community Advisory Council, program observations using the Weikart Youth Program Quality Assessment, the ACE Austin Quality Observation Checklist, the annual AISD Afterschool Showcase, and program evaluation through DRE. ACE Partners will offer in-kind services during the grant, build relationships at the campuses, and work with the PLT towards program sustainability.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 227-901

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Through collaboration, ACE Austin and partners will positively impact students at high-need campuses. Students that regularly attend ACE Austin will make improvements in academic performance, attendance, discipline, grade-level advancement, and college and career competencies.

Overall, participation in afterschool leads to better academic performance, attendance, behavior, and college and career competencies. (Little, P., Wimer, C., & Weiss, H. B., 2008). **In order to achieve a positive impact**, the PLT, SCs, and campus leadership teams will 1). Utilize early warning indicator reports and DRE data to recruit students, identify need for intervention, and track progress frequently; 2). Provide hands-on, engaging activities closely aligned to school-day learning to reinforce TEKS; 3). Closely monitor and incentivize attendance to ensure targeted students attend 45 days or more; and 4). Ensure SC's receive support, coaching, and professional development needed to cultivate a high-quality OST culture with continuous improvement processes that produce positive, measurable results.

ACE Austin will supplement school-day interventions. The PLT and SCs work in conjunction with campus leadership to obtain student data from the previous year and design an intentional student recruitment strategy to fit each CIP. Each SC will serve on the campus **Child Study Team (CST)** to ensure that OST programs play an integral role in student interventions. The CST includes the principal, a school counselor, teachers, community organization representatives, a graduation coach, and a Parent Support Specialist, who meet weekly to problem-solve, design, and provide individual interventions to students in need of academic, attendance, behavior, and language intervention. **Proposed activities will improve objectives by targeting individual students based on data provided through the electronic CST(eCST) data system, which is utilized to create and monitor intervention plans that address each student's challenges. SCs will generate eCST early warning indicator reports on a monthly basis to identify students who are struggling with attendance, academics, and behavior.** SCs will be integrated into campus leadership to form a united front in addressing campus challenges. **In Phase II of the needs assessment, principals identified a number of activities ACE Austin can offer to supplement school-day interventions (Figure 4).**

Figure 4.

Campus	Need #1	Strategy #1	Need #2	Strategy #2
Allison ES	Reading Improvement	Focus on fluency with reading clubs	Attendance Improvement	Implement high-interest morning clubs
Govalle ES	Reading Improvement	Weekly spelling challenge: practice spelling words in ACE literacy clubs	Attendance Improvement	SC will be on Govalle Attendance Task Force
Linder ES	Math Improvement	Collaborate with math coaches to provide additional focused support to students in OST	Behavior Improvement	SEL support: clubs that promote character, teamwork, and positive reinforcement centered-discipline
Houston ES	Reading Improvement	Collaborate with UT tutoring to provide morning and afternoon reading support	Attendance Improvement	Provide family offerings to engage families in students' education (FES)
Ortega ES	Math Improvement	Provide a morning math fluency program	Reading Improvement	Language arts enrichment from Austin Bat Cave
Palm ES and Perez ES	Reading Improvement	Morning literacy enrichment; Integrate school-day programs into OST to provide additional hours of practice	Attendance Improvement	Provide family classes about the importance of school attendance, and healthy living to decrease sick days (FES)
Paredes MS	Math STAAR readiness	Collaborate with math coaches to incentivize STAAR tutoring through enrichment clubs	Reading Improvement	Literacy clubs: campus newsletters, poetry slams, morning book club
Reagan HS; Eastside HS	TSI Prep*	Provide Texas Success Initiative (TSI) testing support before and after school	College and Career	Provide students with tangible college & career opportunities

*The TSI test is designed to measure college readiness skills in the areas of reading, writing and math, and it must be taken before high-school students can enroll in college coursework (for grades 9-12).

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 227-901

Amendment # (for amendments only):

Statutory Requirement 4: Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

AISD has over 20 years of experience using best practices to enhance academic performance and positive youth development of its students, and the driving force of ACE Austin is providing *high-quality programs*. Research shows that high quality after-school programs improve student's grades, attendance, grade promotion, behavior, and performance on state assessments (Naftzger, N., 2014, April).

ACE Austin will use best practices by implementing the research-based quality improvement system developed by the Weikart Center for Youth Program Quality (YPQ), and providing ongoing quality support to all staff. ACE Austin is engaged in a continuous improvement cycle guided by YPQ, the research-driven training approach that assists youth programs in setting meaningful improvement goals based on data and creating powerful developmental environments. YPQ's essential components of quality improvement are integrated into ACE Austin's professional development offerings and program observations. ACE Austin leadership and partners have completed YPQ's *Train the Trainers* program, where participants become qualified to train other staff in best practices for designing and implementing programs that promote positive youth development. Each month, ACE Austin will provide YPQ training for all ACE staff, partners, and volunteers, centered around the Youth Work Methods Series, a series of workshops designed to empower staff with tools and strategies to enhance the quality of their work with youth. In addition, observations will be conducted annually using the **YPQ Assessment Tool (YPQA)**, a nationally validated instrument designed to measure the quality of youth programs and identify staff training needs. **ACE Austin Quality Observation Checklist (QOC):** ACE Austin leadership and DRE staff designed an in-house observation tool aligned with TXPOST quality standards, which measures the quality of youth programs and provides constructive feedback to instructors. YPQ's essential components of high-quality programs and activities were interwoven: emotional safety, physical safety, clear expectations, introduction, hands-on activity, and reflection. Observers rate the components on a scale of 1 (lowest) to 5 (highest). Responses from the QOC are automatically sent to Qualtrics, a research software platform that translates information into quantitative data. Each month, the PLT, AL, and each SC will conduct at least one assessment using the YPQA and QOC, and the results will guide each center's quality improvement and professional development plan for instructors and vendor staff. Feedback from each observation will be delivered to SCs and each instructor. During the 2017-2018 school year, ACE Austin conducted a total of 170 observations using the QOC (*Figure 5*).

Research shows when OST programs employ an Academic Liaison (AL), OST staff are more "conscious of the education priorities and standards within schools" (*Afterschool Alliance, 2011*). The ACE Austin AL will assist the PD with quality improvement by a). facilitating monthly YPQ workshops, ACE Austin frontline orientation, and professional development for all staff, partners, and volunteers; and b). implementing the Academic Improvement Plan (AIP). The AIP is designed to provide SCs with ongoing support at the campus level, and is comprised of: 1). Texas ACE unit/lesson plan overview; 2). Conducting ongoing program assessments (YPQA, QOC); 3). Connecting with district curriculum and instructional departments; and 4). Monthly Professional Learning Communities (PLC's). A PLC is a group of educators that works collaboratively to improve teaching skills and the academic performance of students. A study conducted by the University of Nebraska-Lincoln showed that students participating in classrooms associated with PLC's for a five-year span showed improvement in reading and math (*Roberts, M., 2010*). These best practices are woven into curricula, professional development, and program design to ensure that ACE Austin programs complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development for all students.

Figure 5.
An example from the
QOC Dashboard that
illustrates the average
rating of physical
safety in an ACE
Austin activity

▲ SOURCES	AVERAGE	TREND
PS1. Children enter the classroom quickly and safely.	4.30	
PS2. Space is safe and suitable.	4.54	
PS3. Supplies accessible.	4.64	
PS4. Only staff open doors.	3.81	
PS5. Bathroom break system in place.	4.26	
PS6. All children are signed in.	4.88	

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 227-901

Amendment # (for amendments only):

Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

ACE Austin's proposed program will improve student academic achievement and overall student success by integrating **five** key research-based strategies into program design: 1). Align with the school day; 2). Maximize participation and attendance; 3). Adapt instruction to individual and small group needs; 4). Provide engaging experiences; 5). Assess performance and improve program quality (US Department of Education's "What Works" Clearinghouse publication, *Structuring Out-of-School-Time to Improve Academic Achievement*).

1.) ACE Austin will align with the school day: Program activities will be specifically aligned to TEKS standards, AISD academic goals/curriculum, and CIPs. Existing resources will be maximized to address unique campus challenges. Summer programs will include targeted interventions for struggling students in order to make academic gains in the summer and improve campus ratings. **ACE Austin will utilize AISD resources.** myON: MyON provides electronic books for students and families from AISD's partnership with the University of Texas. ACE Austin will incorporate myON into program activities. Credit Recovery (CR): Twilight, Achieve, Ignite: CR participants can attend ACE Austin clubs as incentive for CR participation. Academic assistance activities will incorporate hands-on, experiential, and project-based teaching strategies to reinforce school-day learning. ACE Austin will provide tutoring, homework help, STAAR prep, TSI prep (grades 9-12), and STEM and language arts activities provided by ACE Austin partners.

2.) ACE Austin will maximize participation and attendance: Program activities will reflect youth and family interests, and AISD resources will be utilized to ensure families have active, meaningful participation in their students' education (e.g., AISD Parent Cloud). Each year, DRE staff conducts student and parent surveys to collect data about overall attitudes towards after-school experiences. SCs use feedback from student surveys to incorporate youth voice and choice into program design. Overall, students had a more positive attitude about after-school climate than school-day climate (*DRE 2016-2017 Survey Highlights Report*). SCs use feedback from student surveys to develop diverse, exciting activities that reflect students' interests while also supplementing school-day learning and enhancing skills that help students become successful in all school experiences.

Family engagement: ACE Austin will offer engaging opportunities to empower working families to enhance student potential. Research shows that all youth benefit when schools support parents in guiding their children's educational career (*Henderson, Anne T.; Mapp, Karen L., 2002*). ACE Austin will train parents how to use the AISD Parent Cloud, the online self-service program that allows parents to view their child's school-day attendance and grades. A large percentage of parent respondents felt their children showed improvement in grades (72%), behavior (73%), and school attendance (68%) because of their participation in the afterschool program (*DRE 2016-2017 Survey Highlights Report*). The FES will collaborate with ACE Austin partners, community volunteers, and AISD to ensure that families receive the support they need to participate in their students' educational experience and continue their own.

Family and parental activities: Family and parental activities will be offered weekly and monthly by ACE Austin staff, partners, and volunteer organizations: parenting, family literacy, ESL, and workforce readiness classes; STEM nights by 4H; Community Art Sundays by Creative Action; music performances by BTG, health and wellness education by Common Threads and Central Texas Food Bank; and, financial literacy by Capital Community and Frost Bank.

3.) Adapt Instruction to Individual and Small Group Needs: ACE Austin will target struggling students, provide activities with low student/adult ratios, and engage them in small-group activities that address specific needs. All instructors will receive training through monthly YPQ offerings and PLCs to ensure fidelity to the process.

4.) Provide Engaging Experiences: Program activities will be guided by innovative, hands-on, experiential, and fun curriculum that teaches transferable skills to enhance overall student success and academic achievement.

Enrichment activities will align with the academic activities during the school day or documented campus needs. ACE staff, campus staff, and ACE Austin partners will lead activities in fine arts, health and nutrition, cultural awareness, technology, environmental education, anti-bullying, culinary arts, gardening, STEM, and youth leadership development.

High School graduation and college and career competencies: Forty-one percent of students felt that ACE helped them learn how to get into college (*DRE 2016-2017 Survey Highlights Report*). High school participants in ACE will participate in activities that include college visits, guest speakers, and apprenticeship-style learning opportunities that underscore the importance of high school graduation and college attendance.

5.) Assess Performance and Improve Program Quality ACE will use YPQA and QOC, provide ongoing professional development, and implement the AIP. ACE Austin will use student data to drive programmatic alignment with student needs and improve instruction to achieve intended outcomes.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 227-901

Amendment # (for amendments only):

Statutory Requirement 6: Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Upon notification of the grant award, ACE Austin leadership including the PD, SCs, and the FES will collaborate with campus staff to facilitate a comprehensive outreach campaign to disseminate information about the community learning centers throughout the district, campuses, and communities served by the 10 project centers. ACE Austin outreach will include flyers, brochures, campus and community newsletters, and AISD social media; and will include each center's location, days and hours of operation, classes and services offered, copies of this grant application, and previous program evaluation reports. All outreach information will be translated into all dominant languages (primarily Spanish, but also others as needed, with the help of AISD's Translation and Interpretation team in the Dept. of Communications and Community Engagement) to ensure that all communications are both understandable and accessible. This includes student registration forms and parent handbooks. The Texas ACE® logo will be incorporated in all outreach and communication materials. ACE Austin's continued presence at eight of the campuses will allow for seamless communication with families who know to anticipate changes or updates in OST services at their campuses. An additional avenue for disseminating information is through each campus's Campus Advisory Council (CAC) and ACE Austin's own Community Advisory Council. All confidential student and family information will be protected by FERPA.

a.) Campus Advisory Council (CAC): Each campus has a CAC, comprised of teachers, parents, parents, campus staff, and community members, that meets regularly to discuss campus-level decisions pertaining to budgeting, curriculum, planning, and school organization. The FES, PD, and each SC is included in each campus's CAC, which allows for consistent, ongoing communication about the community learning center's program objectives, campus impact, and service delivery. Program evaluators will be invited to attend on a quarterly basis to present summaries of quantitative and qualitative data on ACE's current measures of success and progress.

b.) Community Advisory Council (ACE CAC): ACE Austin also facilitates its own CAC, comprised of the PLT, ACE Austin formal partners, volunteer organizations' representatives, and parents of ACE Austin participants, that meets quarterly to discuss community impact and program needs, evaluate service delivery, examine current measures of success and progress, and collaborate toward sustainability. Both the FES and PD play a key role in integrating the ACE CAC into each Campus Advisory Meeting.

c.) Campus dissemination: Information will be distributed through the campus website, campus newsletters, beginning-of-year information packets, weekly student take-home folders, flyers, school messenger, personal outreach, and campus social media in coordination with each SC, the FES, Parent Support Specialists, and campus administration.

d.) District-wide and community dissemination: Information will be distributed through neighborhood association letters, public libraries, local community centers, all ACE Austin partners and service providers, and AISD's Family Resource Centers (FRCs). FRCs provide leadership opportunities, resources, and support to families in five basic areas: housing, employment, access to healthcare, social connections, and education. The FES will collaborate closely with the staff at each of the 10 campus FRCs and will facilitate monthly meetings where representatives of neighborhoods, law enforcement, community schools initiatives, family- and youth-serving organizations, City of Austin, Travis County, and the neighborhood schools gather to discuss service delivery and impact.

e.) Campus, district, and community events: Information will be distributed through campus events such as Back-to-School-Night, Fall/Spring Open House, parent meetings, ACE Austin registration, and culminating events. At the end of each school year, ACE Austin hosts an Afterschool Showcase where all students who participate in AISD's OST programs, including Boys and Girls Club, Foundation Communities, and Prime Time (city-funded programs), display their work, perform, and present what they learned throughout their participation in the program. Each year, local officials and news stations, district officials including AISD's Superintendent, community partners, and parents are all invited to attend. This community-wide event provides the opportunity for distributing information about individual centers and the ACE Austin program as a whole.

Schedule #16—Responses to Statutory Requirements (cont.)**For TEA Use Only**

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Amendment # (for amendments only):

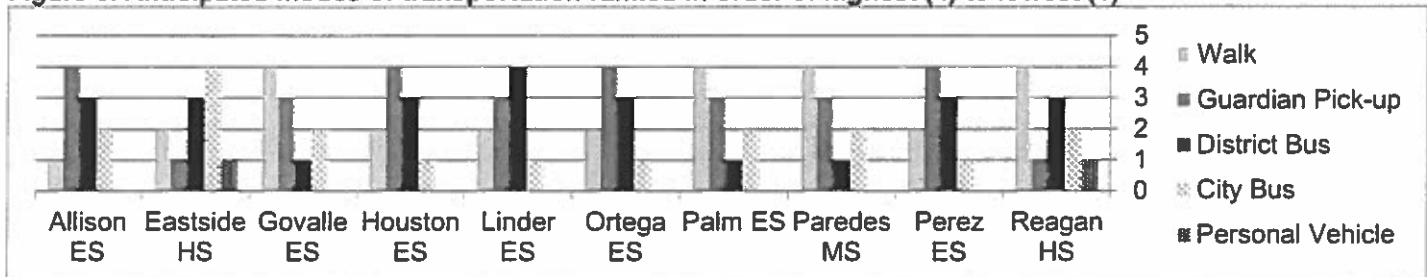
Statutory Requirement 7: Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The transportation needs of students participating in the program vary by campus, from being picked up by a designated adult, taking the district bus, walking home, taking the city bus, or transporting themselves in a personal vehicle (for grades 9-12).

Each program will be housed at participating campuses and students will be signed in as they arrive to the program. Parents and/or guardians are required to indicate on student registration forms which method of transportation their child will take. ACE Austin will follow district transportation guidelines and provide a bus to students who live beyond a two-mile radius of the campus they attend and/or provide city bus passes if requested. Students who walk home are assisted by a designated ACE Austin staff member and dismissed early to encourage walking in groups.

ACE Austin requires a mandatory student, parent/guardian, staff, and volunteer sign-in and sign-out procedure at each program. All students must be signed in and signed out by parent/guardians and ACE Austin staff upon pickup. The SCs are fully responsible for every participant until they have safely exited school grounds according to their parent/guardian's transportation request (walk, bus, pickup, or personal vehicle). In Phase II of the needs assessment, principals identified the anticipated modes of transportation for students participating in the program (Figure 6).

Figure 6. Anticipated modes of transportation ranked in order of highest (4) to lowest (1)



ACE Austin takes the safety of participating students very seriously. ACE Austin has comprehensive policies and procedures regarding all aspects of student safety including: monitoring student attendance with sign-in and sign-out logs; accident reporting; first aid and CPR; student/staff ratios; campus lock-down incidents; student monitoring; safety drills; behavior management; and sign-in logs for staff, volunteers, parents, and visitors as indicated in the ACE Austin Employee and Parent Handbooks.

ACE Austin conducts a physical safety assessment annually using the ACE Austin Safety Self-Assessment. If safety concerns are identified, an improvement plan is developed and implemented immediately. To prevent noncompliance issues from occurring, ACE Austin trains all new staff on district and program safety policies and procedures.

Field trip transportation: ACE Austin will provide participants with educational field trip opportunities to expand school-day learning into the community. All field trips provided by ACE Austin are considered necessary to accomplish the objectives of the program, educational in nature, and aligned with TEKS standards. ACE Austin will take field trips by school bus to local science centers, museums, zoos, science and technology fairs, libraries, and participate in field trips that promote service learning. Students in grades 9-12 will get field trip opportunities throughout the school year and summer to explore colleges and universities in the Austin area to strengthen connections to post-secondary opportunities.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 8: Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores). **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

By providing OST services to AISD for more than twenty years, ACE Austin has developed long-standing relationships with the community, organizations, and family members that provide volunteer services. By utilizing appropriately qualified volunteers, ACE Austin maximizes resources and fiscal efficiency, expands its program and family engagement offerings, maintains low student/adult ratios, and broadens the expertise of its professional staff (Figure 7). The FES will work with families to ensure that all parent communication encourages family participation in field trips and provides opportunities for families to volunteer on a consistent basis.

Figure 7: Detailed description of community and organization volunteer services

Name	ACE Objective	Serves	Provides	Content Area
Common Threads	Academic Enrichment Family Engagement	Students Families	Cooking classes	Health/Nutrition
Phoenix House	Family Engagement	Families	Adult literacy	Adult literacy
Ghisallo Foundation	Enrichment	Students	Bike enrichment	Physical fitness
Mexic-Arte Museum	Enrichment College/Career	Students	Screen-printing class	Fine arts
Latinitas	College/Career	Students	Academic and enrichment curriculum for girls (3 rd and 5 th grade)	Career and technology engineering
Girl/Boy Scouts of America	Enrichment Family Engagement	Students Families	Character building, citizenship, service learning	Enrichment
UT Neighborhood Longhorns	Academic	Students	Tutoring from qualified University of Texas students	Academic assistance
Central Texas Food Bank	Family Engagement	Families	Nutrition classes	Health/Nutrition
Capital Community: UT Math Finance	Family Engagement	Families	Financial literacy	Financial literacy
Austin Bat Cave	Academic	Students	Writing workshop classes	Literacy
UT Longhorn Readers	Academic	Students	Reading classes	English language arts
Roots and Rhythm	Enrichment	Students	Music instruction	Fine arts
Frost Bank	Family Engagement	Families	Financial literacy	Financial literacy
SEAL Mentors	Academic	Students	Reading mentors	Literacy

*Each organization conducts background checks on their staff.

ACE will follow AISD's policy for screening and placing volunteers: *All volunteers working with students must present identification necessary for a criminal history name check for purposes of a criminal history check (AISD Community Relations School Volunteer Program).* This includes all contracted AISD organizations, community, and family members that offer volunteer services. Volunteers work side by side with ACE and AISD staff, are required to sign in and out of the campus and ACE visitor logs, and must be supervised at all times by approved AISD and/or partner staff who have been fingerprinted per State regulation.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 9: Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

AISD has a proven history of supporting OST and sustaining former 21st CCLC funded programs. The AISD School Board is committed to providing high quality, OST learning opportunities for students and their families. This commitment continues to be demonstrated through AISD's work with community partners, including youth-serving community-based organizations, private foundations, and local government agencies, which has resulted in AISD developing a funding strategy that supports OST programs in 65 low-income schools. ACE Austin (AISD's 21st CCLC) funding continues to be a vital component of that strategy. Although many factors challenge AISD's ability to fund programming and services that will greatly benefit its economically disadvantaged and ELL students, AISD has managed to sustain OST programs at centers previously funded through 21st CCLC grants through close partnerships with the City of Austin, Travis County, and private foundations, such as the Andy Roddick Foundation and KDK-Harman Foundation, for a total of 22 programs which were formerly 21st CCLCs.

In addition, AISD has served as a leader in efforts to coordinate OST services throughout central Texas since 2003 by convening over 70 stakeholders, including providers, public agencies, and private funders, to develop a strategic plan for a region-wide system of coordinated OST services. This vision and the associated goals include growing the sustained capacity of coordinated service providers so that children, youth and their families across central Texas can access high-quality OST programs. This work led to the designation of the Learn All the Time network (LATT) as the official intermediary organization for central Texas OST programs. LATT's vision is that *All Central Texas children and youth become future ready by participating in an eco-system of high-quality out-of-school time experiences*. LATT's role is to coordinate the work of service providers, public agencies, funders, and schools to achieve these goals so that dollars stretch farther, and more young people are served by high-quality OST programs.

In coordination with Creative Action, 4-H CAPITAL, Beyond the Grade, the AISD Office of Innovation and Development (AISD's department for fundraising and partnerships), and the AISD Department of School, Family, and Community Education (SFCE), a strategic plan for sustainability is underway.

The partners selected for this proposal are long-standing AISD partners, and each has made a commitment to become part of the school community at the campuses included in this proposal. All partners will offer in-kind services at no-cost and will have a meaningful presence at the campuses during the school day and during OST hours. ACE Austin partners will work with campus leadership to develop sustainability plans catered to the needs of each campus. All partners will participate in quarterly ACE Community Advisory Council meetings in which campus specific strategies will be further developed.

The PLT and ACE Austin partners will help plan and participate in district-wide strategic resource coordination efforts led by staff from the AISD Office of Innovation and Development to ensure OST is included as a featured topic at semi-annual Funder Round Table meetings and AISD Partnership Feedback Sessions, as well as other projects and initiatives, as appropriate and necessary to promote ACE Austin sustainability. AISD Board Members, Chief of Staff and Chief Financial Officer have been highly invested in and supportive of OST sustainability efforts over the past several years, and will continue to ensure OST is highlighted as a need in budget conversations with both internal and external stakeholders.

Within the Department of SFCE are numerous supplemental education programs that have a history of supplementing and sustaining ACE Austin 21st CCLC-funded sites. These programs include, but are not limited to, Prime Time (no-cost OST enrichment), Third Base (fee-based OST), Credit Recovery Programs (no-cost OST academic support), and Victory Tutoring (no-cost academic support). In order to further maximize sustainability planning at the campus-level, the PLT will invite leadership from these programs to participate in the ACE Community Advisory Council.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 10: Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The Cycle 10 planning and design process reviewed the way in which federal, state, and local programs could be coordinated to make the most effective use of public resources. The PLT examined funding streams to ensure that 21st CCLC funding does not supplant existing funding. The PLT collaborated with AISD's other OST programs, the Office of Innovation and Development(OID), and administrators from all 10 campuses to maximize community partnerships, build on existing resources, and eliminate unnecessary duplication of services. The district does not charge ACE Austin rent, utility fees, or maintenance. Housing ACE Austin programs at schools provides a number of opportunities for the program to complement, enhance, and extend the services available on these campuses, which are funded through other federal, state, and local sources.

ACE Austin will coordinate federal, state, and local programs by utilizing eCST and participating in each CAC.

Specifically, eCST identifies which services are being provided to which students, generates a list of all services provided on campus by community-based organizations, and highlights services *available to* the campus. This helps ACE Austin to enhance coordination efforts (e.g., identification of gaps; reduce duplication) and encourage the forging of partnerships to meet identified student and campus needs. Furthermore, SCs will attend regularly scheduled CAC meetings, which allows for consistent, ongoing communication and coordination of services and programs.

State, Federal, and local programs coordinated with each campus include, but are not limited to: Title I-V, Education Innovation and Research (EIR); US Dept. of Education(USDE)/GEAR UP; Texas Education Agency (TEA) P-TECH/Industry Cluster Innovative Academies (ICIA) (Career Launch); Victims of Crime Assistance (VOCA); City of Austin (CoA) Austin Public Health (APH); CoA Parent Support Specialists (PSSs); Full Service Community Schools (FSCS); Social-Emotional Learning (SEL); Creative Learning Initiative (CLI); Dell (Career Launch).

Funding	Allison	Eastside	Govalle	Houston	Linder	Ortega	Palm	Paredes	Perez	Reagan
Title I-V	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
EIR				✓						
USDE/GEAR UP		✓						✓		✓
TEA P-TECH/ICIA		✓								✓
VOCA	✓	✓	✓	✓	✓	✓	✓		✓	✓
CoA: APH		✓		✓			✓		✓	✓
CoA: PSSs	✓		✓	✓	✓	✓	✓		✓	
FSCS										✓
SEL	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLI	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Dell										✓

An example in which ACE Austin will supplement an existing funding stream:

TEA Dell Technologies Innovation Academy (AISD Career Launch): The Career Launch (CL) Information Technologies Program at Reagan HS is a partnership among AISD, Austin Community College, and Dell Technologies. The program creates a six-year education experience designed to prepare students entering the technology field. CL students have the opportunity to earn a high school diploma and an associate's degree, and are connected with professional mentors and internship opportunities. ACE will supplement the CL program by providing students with additional academic support from school-day teachers before and after school. In addition, ACE will provide transportation to CL students who stay after school to take advantage of additional study hours. Dell provides funds for the in-school tuition, and ACE Austin provides funds for the OST extension of the program.

21st CCLC funds will NOT be used to supplant funding from these or any other programs.

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Schedule #17—Responses to TEA Program Requirements

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Amendment # (for amendments only):

TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.

Center 1	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Allison Elementary School 515 Vargas Rd. Austin, TX 78741		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	227901101				
	Cost per student	\$ 904				
	"Regular" student target (to be served 45 days or more annually):		65	Parent/legal guardian target (in proportion with student target):		35
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 2	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Eastside Memorial High School 1012 Arthur Stiles Rd. Austin, TX 78721		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12	
	9-digit campus ID number:	227901019				
	Cost per student	\$ 921				
	"Regular" student target (to be served 45 days or more annually):		35	Parent/legal guardian target (in proportion with student target):		15
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 3	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Govalle Elementary School 3601 Govalle Ave. Austin, TX 78702		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	227901116				
	Cost per student	\$ 904				
	"Regular" student target (to be served 45 days or more annually):		65	Parent/legal guardian target (in proportion with student target):		35
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name					
	9-digit campus ID number					
Estimated transportation time						

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Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
Center 4	Houston Elementary School 5409 Ponciana Dr. Austin, TX 78744		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6
	9-digit campus ID number:	227901162			<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student	\$ 904			
	"Regular" student target (to be served 45 days or more annually):	65	Parent/legal guardian target (in proportion with student target):	35	
		Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name				
	9-digit campus ID number				
Estimated transportation time					
Center 5	Linder Elementary School 2800 Metcalfe Rd. Austin, TX 78741		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6
	9-digit campus ID number:	227901160			<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student	\$ 942			
	"Regular" student target (to be served 45 days or more annually):	60	Parent/legal guardian target (in proportion with student target):	30	
		Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name				
	9-digit campus ID number				
Estimated transportation time					
Center 6	Ortega Elementary School 1135 Garland Ave. Austin, TX 78721		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6
	9-digit campus ID number:	227901126			<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student	\$ 939			
	"Regular" student target (to be served 45 days or more annually):	55	Parent/legal guardian target (in proportion with student target):	25	
		Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name				
	9-digit campus ID number				
Estimated transportation time					

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Center 7	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Palm Elementary School 7601 Dixie Dr. Austin, TX 78744		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	227901171				
	Cost per student	\$ 904				
	"Regular" student target (to be served 45 days or more annually):	65	Parent/legal guardian target (in proportion with student target):		35	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
9-digit campus ID number						
Estimated transportation time						
Center 8	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Paredes Middle School 10100 S. Mary Moore Searight Dr. Austin, TX 78748		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	227901061				
	Cost per student	\$ 948				
	"Regular" student target (to be served 45 days or more annually):	75	Parent/legal guardian target (in proportion with student target):		40	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
9-digit campus ID number						
Estimated transportation time						
Center 9	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Perez Elementary School 7500 S. Pleasant Valley Rd. Austin, TX 78744		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	227901190				
	Cost per student	\$ 946				
	"Regular" student target (to be served 45 days or more annually):	70	Parent/legal guardian target (in proportion with student target):		40	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
9-digit campus ID number						
Estimated transportation time						

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 227-901				Amendment # (for amendments only):			
Center 10	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):		
	Reagan High School 7104 Berkman Dr. Austin, TX 78752		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12		
	9-digit campus ID number:	227901006					
	Cost per student	\$ 933					
	"Regular" student target (to be served 45 days or more annually):	45	Parent/legal guardian target (in proportion with student target):	15			
		Feeder school #1	Feeder school #2	Feeder school #3			
	Campus name:						
	9-digit campus ID number						
Estimated transportation time							

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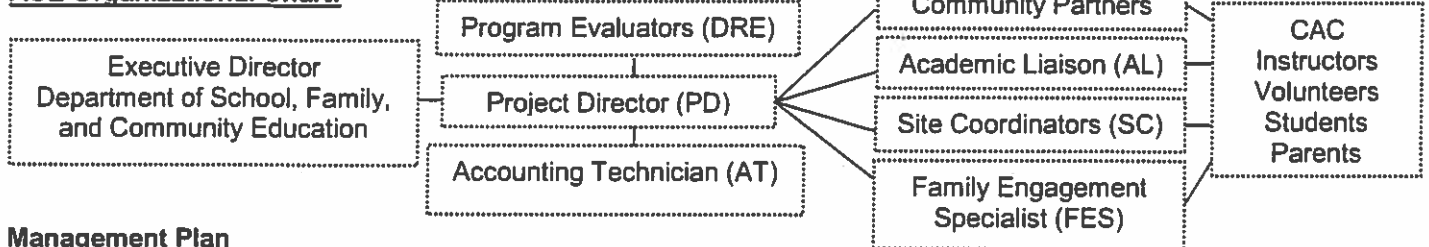
Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 227-901

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The proposed overall management of the program is carried out by ACE leadership and key staff as illustrated in the **ACE Organizational Chart:**

**Management Plan**

PD: oversees all aspects of project planning and guarantees fidelity to the project by ensuring grant compliance with all grant requirements, leading the program through continuous improvement processes, and managing the overall budget. **AL:** assists the PD with continuous quality improvement by facilitating professional development and providing direct program support to SCs regarding youth program quality and intentionality. **FES:** works closely with the PD, SCs, ACE partners, and community volunteers to design, coordinate, and implement activities that meet the needs of working families. **SCs:** are responsible for all aspects of program design and implementation including collaborating with campus leadership, student recruitment/retainment, tracking student attendance using the Texas 21st Century Student Tracking system (TX21st), and training/supervising campus-level staff.

This plan helps meets program objectives and student service targets by a). Providing quality staff to carry out operations; b). Maintaining a task list that specifies the core elements of program implementation for timely completion of grant deliverables; and c). Scheduling ongoing communication about program-wide needs and progress toward meeting grant objectives. **ACE Austin will utilize TEA resources for training and technical assistance to stay current on the latest TEA requirements, counsel, and best practices:** ACE Blueprint, Texas ACE Help Desk, consulting with the Technical Assistance Coach (TAC), participation in Texas ACE trainings, and creation/adherence to ACE Austin logic models.

Center operations plan: ACE Austin will offer services before school, after school, and during summer for a total of 37 weeks. **School year:** Activities will start on September 4th, 2018 and will be offered at least 15 hours per week, 5 days per week, for 31 weeks. **Summer:** at least 4 hours per day, 4 days per week, for 6 weeks.

Budget Management is carried out by the PD and the AT. Upon distribution of the NOGA at the beginning of each grant year, the PD meets with the AISD Grant Accountant, Auditor, and AT to establish both grant- and center-level budget management processes. **Center-level budget management includes:** a). budget training on how to make accurate spending projections based on need; b). monthly meetings with each SC and principal for budget review; c). an approval process for all purchases through the PD; and d). budget tracking through ACE Austin "shadow budgets", in which expenditures are updated and tracked in real-time.

ACE Austin Management Plan	Weekly	Monthly	Ongoing
ACE Austin task list completion	✓		✓
SC enters attendance into TX 21 st ; runs eCST early warning indicator reports	✓	✓	✓
PD reviews TX 21 st exception reports, addresses issues, provides coaching	✓		✓
PD meets with SCs, AT, and AISD staff for center-level and grant-level budget review		✓	
PLT, SCs and campus leadership teams meet to review progress towards goals		✓	
PLT and SCs conduct program observations using QOC, provides feedback		✓	
ACE Austin leadership and SCs meet to review program progress/updates		✓	
SC hosts campus-level staff meetings and trainings		✓	
ACE Austin in-house professional development: YPQ Youth Works Methods Series		✓	
All ACE staff participate in Texas ACE trainings, meetings, webinars, OSTI-CON			✓
ACE Community Advisory Committee meets quarterly			✓

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 227-901

Amendment # (for amendments only):

TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Evaluation Questions:

1. What is the impact of the ACE Austin program on students' outcomes (i.e., STAAR, attendance, behavior, promotion and graduation, and college and career competencies)?
2. What is the quality of programming provided by ACE Austin?

Data Collection and Sources:

The evaluation team will gather program data (e.g., program activities, number of participants, and program participation days) from the TX 21st TEAL system. Student data (e.g., demographics, school day attendance, discipline referrals, course grades, graduation rates, and STAAR data) will be pulled from AISD's data warehouse. Student, staff, and parent surveys will be conducted on program strengths and areas of improvement. The evaluation team will also assist program staff in development and use of the ACE Austin Quality Observation Checklist and other tools for monitoring program quality.

Methodology:

Both formative and summative evaluation will be conducted. At the start of the school year, evaluators will provide program staff information about students' prior year academic performance in order for program staff to appropriately target programming to students. Interactive dashboards will be created by evaluators for the purpose of ongoing tracking of program implementation and quality as well as identification of successes and challenges at each center. In addition, evaluators will assist program staff with tracking student academic progress through district monitoring systems. Periodic meetings with evaluators will be conducted to discuss formative findings and recommendations for programmatic changes when necessary. In order to understand the impact of ACE Austin programming on students, summative evaluations of student outcomes [both year-to-year comparisons and comparisons of outcomes by level of participation (e.g., participants with <45 days compared to 45+ days)] will be conducted. Appropriate statistical procedures (e.g., ANOVA, correlation, chi square) will be selected based on the data types for each analysis. Results will be presented in an end of year evaluation report. Findings and recommendations will detail areas where program goals were met and areas in need of improvement and refinement. These reports will be submitted to TEA and also published on AISD's DRE website for public access.

Program objectives	Indicators
Improved academic performance	Increased school-day grades; STAAR scores; grade level advancement
Improved school day attendance	School-day attendance rate
Improved behavior	Decreased disciplinary referrals; improved district SEL indicators
Improved grade-level advancement	School-day grade advancement rates
Improved college and career competencies (grades 9-12)	Graduation rates, associate degree rates (as available); TSI scores
High quality program activity	YPQA/QOC indicators; client satisfaction ratings from student, staff, and parent surveys

2018-2019 Evaluation timeline:

- **August:** Evaluators provide prior year academic performance for students at target schools.
- **September:** Evaluators assist program staff in creating new or enhancing existing logic models, as needed.
- **October:** Evaluators draft and finalize the student, parent, and/or staff surveys.
- **November-May:** Evaluators and program staff assess program quality using the ACE Quality Observation Checklist.
- **December:** Evaluators conduct mid-year assessment of the program.
- **January-February:** Evaluators and program leaders review the mid-year evaluation and make changes to spring program plan as needed.
- **March-April:** Evaluators assist the program staff in administration of the student, staff, and parent surveys.
- **May:** Evaluators analyze survey data and prepare survey interactive reports.
- **June:** Evaluators prepare data and conduct analyses for the narrative report, and share interactive survey reports with program staff.
- **July:** Evaluators complete the final narrative report due to TEA.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 227-901		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 227-901

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 227-901

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 227-901

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 227-901

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 227-901

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 227-901

Amendment number (for amendments only):

Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule regardless of whether any private nonprofit schools are participating in the program.

Failure to complete this schedule will result in an applicant being disqualified.

Questions

1. Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant? ☒ Yes ☐ No

- If your answer to this question is yes you must answer question #2 below.
- If your answer to this questions is no, you do not address question #2 or the assurances below.

2. Are any private nonprofit schools participating in the grant? ☐ Yes ☒ No

- If your answer to this question is yes, you must read and check the box next to each of the assurances below.
- If your answer to this question is no, you do not address the assurances below.

Assurances

- ☐ The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.
- ☐ The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.
- ☐ The applicant assures that the total grant award requested on **Schedule #6—Program Budget Summary** includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

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